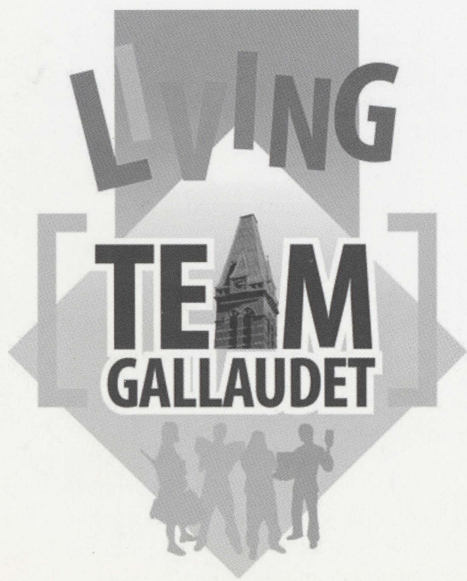


Gallaudet Fact—

- Q. Does Gallaudet have an affirmative action plan and is it required by law?
- A. Yes, Gallaudet has an affirmative action plan and it is required by law because Gallaudet receives funds from the federal government.
- B. No, Gallaudet does not have an affirmative action plan
- C. Gallaudet has an affirmative action plan although it is not required by law because Gallaudet is not considered a federal contractor; Gallaudet has established a completely voluntary affirmative action plan.
- D. Gallaudet has an affirmative action plan to promote the employment and advancement of deaf and hard of hearing people, members of traditionally underrepresented groups, women, people with disabilities, veterans, and veterans of the Vietnam Era.
- E. C and D above

Answer on page 7.

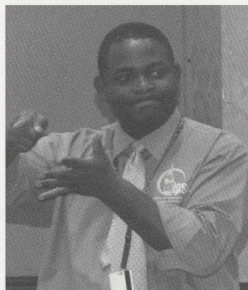


See you on January 31!

IN THIS ISSUE



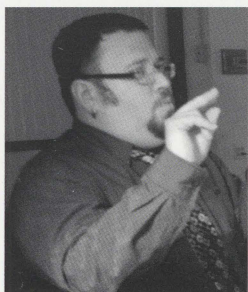
Multicultural Student Programs coordinator Elvia Guillermo collaborates with University faculty to plan each year's events.



Olugbenga ('Bunmi') Aina describes leadership training programs in Ghana and Nigeria at the International Outreach Roundtable.



Dr. Jane Norman chairs a committee planning the Gallaudet University World Deaf Film Festival and Conference slated for Summer 2009.



David Wiesblatt, Deaf Space student, presents his work.

ON THE GREEN

JANUARY 28, 2008 • VOL. 37. NO. 26

On the Green—A publication for the Gallaudet campus community
Gallaudet University • 800 Florida Avenue NE, Washington, DC 20002-3695

Special issue on diversity

Diversity a top priority, says Dr. Davila

Institutionalizing diversity on Kendall Green has been a top priority for President Davila since he became president last January.

Building a community of respect for all people and ideas is not only one of Gallaudet's re-accreditation mandates, but it is the cornerstone for "Team Gallaudet." Achieving a diverse, inclusive campus, said Dr. Davila, can "advance the quality of education and service to our students as well as our commitment to supporting one another." He added, "We can disagree, perhaps, but still respect one another without creating havoc or strong feelings or outrage."

Davila has spearheaded an initiative that, if everyone on campus shares the president's devotion to its success, will ingrain mutual respect for everyone into the fabric of the campus community. The plan, which he said will take two years to implement, builds upon the previous administration's efforts, but will include many other aspects.

To be successful the diversity initiative needs to involve more than just a few people, Davila

emphasized. "I am fully committed to this effort, and I'm very serious about what I say," he stated, "but it's not the work of the president alone."

Instead, he added, the work "must be a combined effort with every unit and every individual on this campus involved in clearly understanding their commitment to the diversity of people and ideas. It becomes an integrated part of everything we do on this campus." The plan began with strong recommendations from the Diversity and Healing workgroups to hire CBG Consultants, experts in the area of diversity. Davila said the consultants "truly love this university and are very much committed to working with us."

The diversity initiative has several components: ongoing, campus-wide dialogue about respect for the diversity of ideas and people at Gallaudet; the establishment of a Diversity Team; and

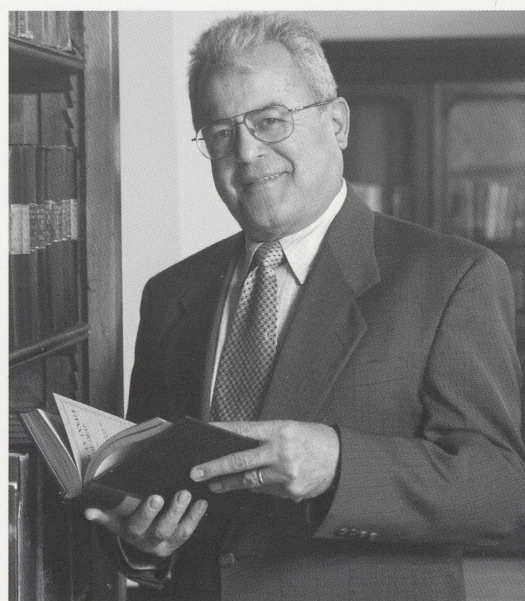
continued on page 7



CBG Consultants, an independent multicultural organizational development consulting business partnership, is working with Gallaudet on its diversity initiatives. Partners (from left) Christine Clark, Ed.D., Mary Graham-Fisher, B.A., and Mark Brimhall-Vargas, M.P.P., have extensive academic training and professional experience in the field of multicultural organizational development, in which diversity training is an integral component. They also have myriad multicultural

interpersonal identities and experiences that augment their academic and professional expertise as diversity consultants. It is their philosophy that multicultural education is a process, not a product. Therefore, CBG's approach path to lasting and meaningful multicultural organizational development—specifically, to diversity training—is through dialogue. Building a welcoming community is achieved through applying the perspectives and experiences of the individuals in that community. CBG has worked with a broad array of public and private organizations interested in building supportive and productive multiculturally affirming educational and/or workplace communities.

Q&A on diversity with President Davila



Dr. Robert Davila

What does diversity mean to you?

It's not about me, it's about us. Diversity, to me, encompasses acceptance and respect. It means understanding that each individual is unique, recognizing our individual differences, and creating a safe and positive environment to explore these dif-

ferences. Diversity at Gallaudet is about understanding each other and embracing and celebrating the rich dimensions of diversity contained within each individual. It is not about tolerance, but rather, acceptance.

It's not only about one ethnic group or another. It's much broader than that. It includes issues of age, gender, race, ethnicity, hearing status, culture, sexual orientation, and the many other ways that make us special and unique from one another. It's about the diversity amongst the individuals who choose to study and work here. It's also about respect for the diversity of ideas and points of view. Our aim should be to ensure that Gallaudet's environment is welcoming and equitable for everyone.

What is the University's plan in addressing the issue of diversity?

First of all, the work we are doing now builds on the hard work that others have done in the past, including the Healing and Diversity workgroups. More recently, we have taken their work and their recommendations and have combined this with the work we were doing simultaneously

continued on page 7



Elvia Guillermo, coordinator of MSP

Multicultural Student Programs promotes unity through diversity

A key part of Gallaudet's support of diversity is Multicultural Student Programs (MSP). MSP is a cultural advocacy and resource unit within the department of Student Affairs. It provides support and services primarily for students of color and promotes multicultural programs and activities throughout the campus. Such programs and services help Gallaudet in its effort to value and nurture the wealth of cultural, linguistic and ethnic diversity that enriches its community.

According to Elvia Guillermo, Coordinator of MSP, "Our central mission is to educate students while promoting unity through diversity. It is true that there are many ways in which we are all the same; however, it is often around points of difference that misunderstandings and misrepresentations arise." This is the tenet of MSP's mission to help the campus community move beyond misinformation and fear to join together to celebrate diversity and recognize the strength that it brings to a community.

MSP hosts various programs and activities during the year, including cultural celebrations, leadership development opportunities, Turn-A-Page Together (TAPT), interactive theater events, panel discussions, lectures, workshops, and residence hall presentations. Annual events like Erase the Hate performances and Unity Fest are growing every year.

Guillermo says she collaborates closely with the campus community, especially

professors, to determine each year's events. "We work with academic departments to make sure our programming corresponds with their classes," she explained. Departments often suggest books for TAPT and work with MSP to enhance the experience by bringing authors to campus. Most recently, Gallaudet brought Helen Zia, author of the TAPT selection *Asian American Dreams: The Emergence of an American People*. Guillermo is also creating a Diversity Council to advise MSP.

Another point of collaboration is with multicultural student organizations on campus. These groups often cosponsor MSP events and reinforce its work, in addition to their roles as places for students of similar backgrounds to come together and share their cultural richness with the Gallaudet community. Active multicultural organizations include the Asian Pacific Association (APA), the Black Deaf Student Union (BDSU), the English Language Institute Student Organization (ELISO), the Latino Student Union (LSU), the International Student Club (ISC), Rainbow Society, and The Sisterhood Organization.

Each year, drawing on the talent of student workers for content and design, MSP publishes a guide to its programs. Extra copies of the 2007-08 piece ran out soon after it was distributed, snatched up by students, faculty, and staff. This enthusiasm seems to show a growing interest in multicultural exchange, and MSP will continue to feed this interest. ■

TAPT offers multicultural books, attracts diverse readers

"There is a group of people chatting and patiently waiting to gain entry into the room. At first glance, one could spot graduate and undergraduate students, faculty, staff, and administrators representing various divisions across the campus. What could such a diverse group of people have in common?"

Thus begins an article about the Turn-a-Page-Together (TAPT) program in the March 2005 issue of *On the Green*. The title of that article, "T.A.P.T. still going strong!" could easily apply today. Every semester, people of all ages and backgrounds on the Gallaudet campus flock to the book discussions, and registration often exceeds capacity.

TAPT, which is sponsored by Multicultural Student Programs (MSP), began in 1998, thanks to a grant from the William and Flora Hewlett Foundation. Today it is supported by MSP itself. Each semester, the MSP staff chooses several books with multicultural content. Anyone wishing to participate signs up and selects a first and second

continued on page 6

Next steps in 'Diversity Action Plan for Gallaudet' to rely on community ownership

The kick-off of the Diversity Action Plan for Gallaudet will not be a frozen moment, but rather part of a flowing process, building on momentum from the past and serving as a starting point for further action. This is the message one takes away from a chat with Biology Department chair and recently appointed chair of the Diversity Team Dr. Ann Powell. As Dr. Powell explains it, the plan has its roots at Gallaudet and its future will depend on involvement from the entire community.

Dr. Powell has been involved in diversity work prior to her appointment. As provost from 1988 - 1990, she co-chaired the Affirmative Action Task Force that resulted in an expanded affirmative action plan for Gallaudet that not only included under-represented minorities and women but also people who are deaf and hard of hearing. She was also a member of the Diversity Council in the 1990s. Powell served as chair and later co-chair of the Subcommittee on Diversity, housed under the Council on Undergraduate Education, which added approximately 42 diversity intensive courses to the undergraduate curriculum. In 1991, she co-authored an article in *Gallaudet Today* called "Creating a Culturally Diverse Community: Academic Administrators as Agents for Change." In the same year, she presented the paper "EEO/AA - As it Affects Women" at the third annual Equal Employment Opportunity Symposium in Martinsville, Va. In short, Powell has been involved in diversity initiatives at the University on many levels, and is well-qualified to help as the Diversity Action Plan for Gallaudet unfolds.

"The President started his plan by announcing to the Board of Trustees and other members of the Gallaudet community his Agenda for Diversity," Powell explained. "Later, based on recommendations from the Diversity and Healing workgroups, he expanded his plan."

The origins of this initiative are in the president's Seven-Point Plan for Diversity. This plan focused on minority achievement, increased minority scholarships, establishing a Diversity Team, the addition of a person of color to the President's Management Team, establishing targets for recruitment and retention of faculty and staff, training for the community on ways of understanding diversity, and seeking active partnerships with national organizations (for more, see article on page 1).

This plan has reached a point where community input will fine-tune its course. Phase I will take place over the spring 2008 semester. Powell explained this part as a time for feedback collection and dialogue: "1) A kick-off town hall community meeting will introduce the total plan and the members of the Diversity Team. 2) The consultants who were recommended by the Diversity and Healing workgroups will conduct pre-inventory interviews to assist them in developing the final inventory. 3) The entire campus community will receive an inventory. 4) The findings and recommendations of the inventory will be assessed by the Diversity Team and collaborative discussions will begin with the President on next steps. 5) Training for facilitators will be offered to anyone with the interest and desire to become an

intergroup dialogue facilitator. 6) Members of the campus community will be involved in structured group conversations called intergroup dialogue.

"These groups," Powell said of the dialogue clusters, "will actually be the beginning of the hard work on the part of each individual to address how we deal with issues of diversity. This will be the beginning of 'building a community of respect for all people and ideas.'"

As Gallaudet moves forward with Phase I, the Diversity Team will play an important role. "The Diversity Team is a group of people selected to form a partnership with the community and the President and to provide feedback on activities within the plan," Powell said, "with the hope of keeping communication open so the campus community will feel this is an open process."

Members of the Diversity Team include faculty, staff, students, and a representative from the Clerc Center with a range of backgrounds. Powell said the contributions of this group will include "providing a model for open communication, working with the president's diversity fellow, helping the community embrace the concept that diversity is everyone's work, and working in partnership with the President, the consultants, and the community to develop an organizational structure to sustain diversity work beyond the life of the Diversity Team." ■

Gallaudet University Diversity Action Plan kick-off

Living Team Gallaudet

Announcing the plan for building a community of respect for all people and ideas.

Thursday, January 31
3-5 p.m., Swindells Auditorium,
GUKCH
Reception with refreshments
to follow

ON THE GREEN

Kendall Green
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695

Published bi-weekly for the staff, teachers, and faculty of Gallaudet University by the Office of Public Relations.

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International Outreach Roundtable emphasizes Gallaudet's global mission, plans to support ongoing efforts



Participants in the International Roundtable watch as a colleague presents about work abroad.

Gallaudet's position as the world's leader in deaf education and proponent of deaf culture makes it a source of inspiration for deaf communities around the globe. Deaf people, especially those who live in countries where unfavorable social and political climates give them limited education and career training, look to Gallaudet for hope, guidance, and pathways to success.

Although some of these people are fortunate enough to come to Kendall Green for an education and to further their development, their numbers are comparatively few. Therefore, the University's outreach efforts are essential to provide them the tools they need for self-empowerment, community development, and education. Gallaudet's faculty, staff, and students are already contributing in a number of countries and international programs, and in order to increase the level of engagement in this important work, a system to support sustainable outreach efforts is a critical need.

The impressive scope of Gallaudet's outreach work was underscored at a November 30 International Outreach Roundtable, sponsored by the College of Professional Studies and Outreach. Summaries of projects that are empowering deaf people from countries in Africa, Asia, South America, and the Pacific Region were presented by faculty, staff, and present and former students during

the roundtable.

The purpose of the venue was to not only share information among the departments on campus that are undertaking outreach endeavors, but to find ways they can become more effective through sharing resources and expertise.

Ranking as a top priority alongside Gallaudet's commitment to offer its students the best possible preparation to succeed in today's highly competitive job market is the goal to make its graduates exemplary world citizens. The University demonstrates this responsibility through its outreach efforts to deaf people in developing nations, which students contribute to through service learning courses and internships abroad. Faculty and staff as well have a longstanding record of engaging in programs to educate and empower the global deaf community.

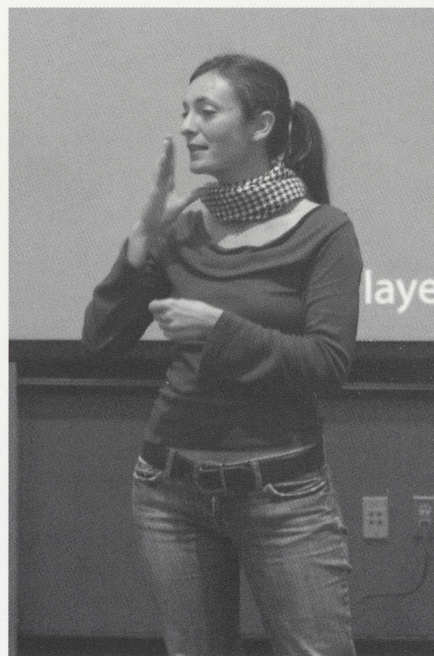
Approximately two dozen presenters spoke of their work around the globe. Some of their goals, to name but a few, are to identify and train potential leaders from deaf communities in developing nations to advocate for their rights, provide access to education to deaf people where little or none is currently available, help deaf people gain recognition of their sign language by their governments and educational systems, and help to prepare deaf people to teach their indigenous sign languages to infants and toddlers to aid in their cognitive and social development.

One after another, these world ambassadors from the Gallaudet community presented colorful images and unique stories detailing their work. The presentations included such varied projects as Quest: arts for everyone, which brings vibrant performances and workshops by deaf and hearing actors around the world; a video anthology documenting the lives of deaf people in Mexico, Costa Rica, and Argentina; training to develop leaders in Ghana and Nigeria; mentoring hearing parents to read and write to their deaf children in Thailand; leadership training for deaf women in India; and Gallaudet's international development certificate program. Participants and onlookers eagerly chatted about the presentations and snapped photos.

Participants of the international outreach roundtable were excited to learn that the "New Gallaudet" encourages and supports their work. They now have a

unit at Gallaudet, the Regional, National, and International Outreach (RNIO) unit in the College of Professional Studies and Outreach (CPSO), to provide support, guidance, networking, and facilitation for their outreach efforts. RNIO is planning to enhance Gallaudet as a global resource center for deaf education and the empowerment of deaf people and their communities. At the close of the day, all roundtable participants were invited to a monthly meeting about their collective work and future international outreach work at Gallaudet.

RNIO Director Asiah Mason pointed out that although these projects take place in different corners of the world, they share many connections. Until now, however, the faculty, staff, and students who do international work may not have been aware of potential collaborators or resources. This roundtable, she said, was one way to take advantage of similar goals, triumphs, and challenges. Due to Gallaudet's history and stature in this world, she added, the University has a responsibility to develop, apply, and share knowledge about serving deaf people globally. The emerging RNIO unit is advocating and developing a model of outreach based on scholarship and foster-



Lena Dunning presents about her work as a graduate student with the organization Friends of Buea School for the Deaf in Cameroon.

ing a respectful and positive relationship between Gallaudet and institutes, agencies, and communities in other nations. Through the inevitable increase in globalization of the curriculum and programs on campus, this outreach work will also enrich what faculty and students do in our classrooms and on campus.

Observing the event, CPSO Interim Dean Joseph Innes stated, "It is clear that our faculty, staff, and students are contributing and benefiting from active engagement in a number of international programs and events, and it is imperative that as a university we provide the support and coordination needed to maximize those benefits and contributions." Dr. Innes indicated that the RNIO unit is in the midst of developing a comprehensive international outreach plan that will reflect and respond to Gallaudet's mission, institutional priorities, and strategic goals. ■

Campus Calendar

January

31—Diversity Action Plan Kick-off, 3-5 p.m., Swindells Auditorium, GUKCH; Focus the Nation, all day, various locations

February

14-15—Board of Trustees meeting, GUKCH

For more details and events, go to calendar.gallaudet.edu
For the Academic Calendar, go to www.gallaudet.edu/x4511.xml
For athletic events, go to www.gallaudetathletics.com

PeopleSoft upgrade coming this summer

Information Technology Services (ITS) has announced that it will be upgrading PeopleSoft Student Administration to Campus Solutions (Version 9) this summer.

The ITS PeopleSoft staff will work with the Finance Office, Student Records, Admissions, Financial Aid, Academic Advising, and other units. The work involves testing, training, and documentation.

Anyone interested in learning more or participating in the upgrade process is welcome to visit Harvey Grossinger, PeopleSoft Manager, in EMG Room B02A, or email him at Harvey.Grossinger@gallaudet.edu.

Ask Cousin Sally

Dear Cousin Sally,

With all the talk about pensions and how we need to save for retirement, I want to know where at Gallaudet I can go for help. Can you give a retirement seminar?

D.T.

D.T.,

I got some advice from my new friends in Human Resources Services (or Personnel, as you like to call it around here). It turns out they give retirement seminars every year, alternating between information for the young 'uns—anyone with 10-15 or more years before retirement—and anyone with five or less years to go. Last year, Personnel gave the seminar for the younger group and sent letters to all the eligible folks to let them know. This year, Personnel is giving seminars to anyone in that second category, March 31 to April 4. If you're in the close-to-retirement group, keep your eyes peeled for a letter about that in February. You can also see Agnes Muse (agnes.muse@gallaudet.edu) or Hollie Fallstone (hollie.fallstone@gallaudet.edu) any time.



Oluqbenga ('Bunmi) Aina, director of the Office of International Programs and Services, describes a leadership training program in Ghana and Nigeria.



"Strategies for Developing an Effective Learning Environment for Deaf-Blind College Students," held December 10, featured presentations by local experts in the field of deaf-blindness. Some of the topical issues addressed were the demographics of the deaf-blind population, supportive services and mental health issues, disability support, the use of interpreters in the classroom, adaptive technology in postsecondary education, creating a user-friendly classroom environment, and life and work after graduation. The forum was sponsored by the GJ Finney Foundation and the Office for Students with Disabilities (OSWD), and coordinated by Dr. Patricia Tesar, director of OSWD. It attracted 93 faculty, staff, and administrators. Pictured (from left) are: front—Jamie Pope, American Association of the Deaf-Blind executive director; Lisa Pugh, Mental Health Center clinical social worker; Patricia Tesar, OSWD director; Janet Byrne, OSWD senior low vision specialist; back—Arthur Roehrig, OSWD disability support services counselor; Yoel Krigsman, adaptive technology e-learning systems engineer; and Dr. Steve Collins, Department of Interpretation assistant professor.

Clinical psychology program re-accredited

Gallaudet's doctoral program in clinical psychology recently received full accreditation from the American Psychological Association. The department is re-accredited until 2014.

According to the American Psychological Association, "Accreditation ensures public accountability of a program or an institution—that it has the means and demonstrates the outcomes for its educational process that are consistent with its goals and objectives; in other words, that there is 'truth in advertising.'"

"We are engaged in continuous evaluation and improvement of our programs, and this achievement is a reflection of the work of our faculty and staff," said President Davila.

The Department of Psychology at Gallaudet has existed for more than 40 years, originally teaching undergraduate students. In 1978, a graduate program in school psychology was established to train psychologists interested in working in educational settings with deaf and hard of hearing students (as well as with hearing students). In 1990, a doctoral program in clinical psychology began to train graduate students in clinical and research skills applicable to hearing and deaf populations, but with a focus on deaf and hard of hearing individuals. ■

Clerc Center Happenings

Reflections and connections, 2007

By Susan M. Flanigan

Amos Kendall made an historic comeback in 2007. Throughout the year, the Clerc Center celebrated the school he founded in 1857 and the 150 years that have led up to the Kendall Demonstration Elementary School (KDES) of today.

"By far and away, one of the outstanding highlights from this year was the anniversary reunion weekend where we welcomed back Kendall alums," said Donald Mahoney, assistant principal for KDES. The reunion weekend held at KDES on June 14-16 attracted alumni from many years along with family and friends. The alumni had an opportunity to share their Kendall memories and have them video-recorded as part of a living history project.

The Clerc Center launched an anniversary website to share historic information about Amos Kendall, the school, and projects the students and teachers took on for the celebration. Kendall School teachers, staff, and alumni created an outstanding museum featuring historic photographs, vignettes about the development of the school, class photos, sports paraphernalia, interpretive artwork, and a construction activity projecting what the Kendall School of the future will look like.

If Kendall were to take a tour of the campus today, he would notice that there is now a separate high school on "Telegraph Hill" where he and his business partner, Samuel Morse, tested and sent one of the original telegraph messages. As a consummate communicator himself, Kendall would have been impressed by how the MSSD students use technology to augment communication. In the Earth Science class, for example, students conduct collaborative research using computers and video-conferencing. This year, two MSSD students along with their research partners at the Indiana School for the Deaf were nominated to present their winning entry, "A Comparison of Green Up in Two

Locations at Similar Latitudes: Indiana and Washington, D.C." at the 2008 GLOBE Learning Expedition in Cape Town, South Africa, June 22 to 27.

Kendall would have seen that the MSSD alumni, though relative newcomers compared to those of Kendall School, stay loyal to the school. In the fall, MSSD welcomed back distinguished actress and alumna Michelle Banks who directed the fall performance of *A Funny Thing Happened on the Way to the Forum*. An article on Banks and the MSSD production will be featured in the spring edition of *The Sondheim Review* magazine.

Kendall would have appreciated how the Clerc Center has become a resource for deaf education for students, families, and teachers—not just locally, but nationally. This year the center co-sponsored the Gallaudet National Essay, Art, and Sign Contest with a "Going for the Gold" theme tied to the Deaflympics. Over 300 students sent contest entries, and the center sponsored tickets for five of the top winners to attend the Deaflympics in Utah. The center's Deaflympics educational website drew an enthusiastic response from students and teachers alike.

Last year, the Clerc Center hosted the second in a series of stakeholder meetings November 13 and 14 to discuss issues related to early language and literacy development; contributed to the organization of the National Council of Hispano Deaf Conference October 4 to 6; exhibited and staged a dance performance at the National Black Family Reunion September 8 and 9; and sponsored numerous workshops, trainings, presentations, and exhibits around the country and at its Summer Institute.

These are just some of the highlights from the historical year. Everyone at the Clerc Center extends their thanks and appreciation to Amos Kendall for his foresight in starting a school for deaf children. The anniversary website can still be visited at: clerccenter.gallaudet.edu/kdes/150. ■



Provost Office employees Barbara Kelley (left, front), administrative secretary, and Sharon Hauptman, coordinator of operations and activities, are recognized for 15 years and 25 years of service, respectively, by their co-workers (from left): Dr. David Pancost, Provost Stephen Weiner, Tiffanee Basse, Linda Vanbrakle, Judy Berglund, and Dr. Michael Moore.



Simone Peebles (center), administrative secretary for the departments of biology, chemistry, and physics, is congratulated for 25 years of service to the University by Dr. Ann Powell, Biology Department chair, and Dr. Walter Trafton, Chemistry and Physics Department chair.

International deaf film festival and conference planned



Pictured with Provost Stephen Weiner (second from right) and Dr. Jane Norman (second from left), a professor in the Department of Communication Studies and committee chair for the Gallaudet University World Deaf Film Festival and Conference, are core committee members Willy Conley, chair of the Theatre Arts Department, and Tracey Salaway, associate professor in the Art Department.

The dramatic changes that computer and video technology are having on the lives of deaf people—and the abundant talent that is emerging as a result of these technologies—will be explored and celebrated in a five-day conference and festival at Gallaudet.

The Gallaudet University World Deaf Film Festival and Conference core committee was charged by Provost Stephen Weiner on December 21 with coordinating the event, slated for summer 2009.

“Rapid advances in computer technology and video technology have made a tremendous impact on the lives, art, and education of deaf and hard of hearing people,” said Dr. Jane Norman, committee chair and a professor in the Department of Communication Studies. “This has led to a growing awareness of the need for Gallaudet to host an international film festival and conference.” The committee is confident, she said, that the event will provide opportunities to evaluate the role and status of motion media in the entertainment world, society, deaf culture, and deaf education.

Specifically, the goals of the festival and conference are to celebrate and promote the artistic works of deaf and hard of hearing people; encourage administrators and educators to appreciate and support the value of motion media and digi-

tal technology for visual learners; publish conference proceedings; and provide Gallaudet an opportunity to become a hub for international study in Deaf Cinema and digital applications in education.

One of the intended outcomes of the conference will be the recognition of Deaf Cinema as a significant dimension of deaf literacy. Event planners propose to bring to campus invited filmmakers, video producers, computer artists and other leaders in computer technology, visu-centric researchers, and visual media scholars to discuss visu-centric concepts related to film and electronic communication.

The framework for the festival that accompanies the conference will be: arts (video art and multimedia); entertainment (feature films, short films, animation, and documentaries); children's films (feature films, short films, and animation); and vlogs. ■

(Note: Dr. Thomas Baldrige, an associate professor in the Department of Business, and Earl Parks, director of Academic Technology, will serve as resource people for the committee. If anyone is interested in serving on the planning committee, please contact any of its members, or email Norman at jane.norman@gallaudet.edu.)

New semester begins with update from provost on important topics

(Provost Stephen Weiner welcomed the community back to campus in a January 14 email, and provided information on the new Academic Quality and Accreditation Committee, the University's first ombudsman, progress toward inclusive bilingualism, and planning for FY 2009.)

MSCHE Update

The MSCHE Coordinating Committee was dissolved late last fall. Its responsibilities were given to the Academic Affairs Management Team (AAMT). As recommended by the AAMT, I have created the Academic Quality and Accreditation Committee (AQAC) as part of the AAMT. Members of the AQAC are:

- Dr. Isaac Agboola, interim dean, College of Liberal Arts, Sciences, and Technologies
- Dr. Catherine Andersen, interim dean, Enrollment Management and General Studies
- Dr. Carol Erting, interim dean, Graduate School and Professional Programs
- Dr. Joseph Innes, interim dean, College of Professional Studies and Outreach
- Ms. Kathryn Baldrige, chair, Council on Undergraduate Education
- Dr. H-Dirksen Bauman, chair, Council on Graduate Education
- Mr. Olugbenga Aina, director, Office of International Programs and Services
- Dr. David Armstrong, executive director, Gallaudet Press and External Affairs
- Dr. Thomas Kluwin, director, Institutional Research
- Ms. Eileen Matthews, executive director, Assessment and Innovative Programs

Dr. Pat Hulsebosch, assistant dean for Accreditation and Certification, Graduate School and Professional Programs, serves as AQAC chair. Staff support is provided by Dr. David Pancost, faculty fellow, and Ms. Judy Berglund and Mr. Robert Weinstock, special assistants to the provost.

The AQAC will coordinate accreditation activities across the university. Currently it is drafting the April 1, 2008 report to MSCHE and preparing for a site visit April 14-15. As part of its responsibilities for meeting MSCHE standards, it is developing the strategic plan. Recent work includes refining objectives and developing indicators for each of the five university strategic goals. A draft including goals, objectives, and indicators will be presented and discussed with the Board of Trustees during its meeting February 14-15. This draft will be disseminated to the community for feedback before the board meeting.

Ombudsman

I am pleased to announce the appointment of Ms. Suzy Rosen Singleton as the University's first ombudsman, effective (January 14). In this position, Ms. Rosen Singleton will serve as a neutral, independent, informal, and confidential conflict management resource for undergraduate and graduate students and members of the Gallaudet University community. Her focus this year will be on addressing students' issues. Watch for more information about her role as ombudsman and how to contact her.

Ms. Rosen Singleton's life has been dedicated to promoting equality and better quality lives for deaf and hard of hearing individuals, their families, and colleagues. After attending Gallaudet for two years, she received her bachelor's degree in political science at the University of California at Berkeley and her law degree from the University of California at Los Angeles. She has 15 years of experience in disability law, at the California Center for Law and the Deaf, the National Association of the Deaf, and most recently with the Monitoring and State Improvement Planning Division of the Office of Special Education Programs in the Office of Special Education and Rehabilitation Services at the United States Department of Education.

Ms. Rosen Singleton is involved in the community as a volunteer, serving on the board of the Maryland Association of the Deaf and as its legislative liaison, providing public pro bono legal assistance, chairing a statewide multi-organizational symposium, and teaching policy courses at Gallaudet.

Please join me in welcoming Ms. Rosen Singleton home to Gallaudet!

Continuing Our Dialogue on Inclusive Bilingualism

Last fall, we began a year-long dialogue on inclusive bilingualism. The purpose of this work is to bring us toward a common understanding of inclusive bilingualism, and to openly discuss how we can talk about contentious issues with collegiality and respect. We will continue this important dialogue this semester. Dates and times will be announced. For more information, please see <http://provost.gallaudet.edu/x4967.xml>.

Fiscal Year 2009 Planning

Academic Affairs department chairs and directors should begin planning for fiscal year 2009. Your deans will share information with you in the near future.

Sincerely,
Stephen F. Weiner, Ed.D.
Provost

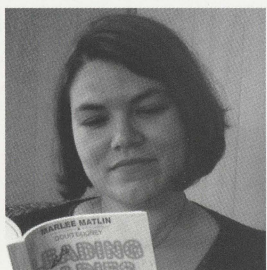


Doris Parent (right), assistant director for corporate and foundation relations in the Office of Development, is congratulated on five years of service to Gallaudet by Director of Development Lynne Murray.



David Wiesblatt (left), Deaf Space student, presents his work on December 7 to Robert Sirvage (second from left), a fellow student taking the course, Hansel Bauman, architect and instructor, and Wendy Jacob, visiting critic from the Massachusetts Institute of Technology's School of Architecture. Throughout the fall semester, Deaf Space students developed a theoretical architectural proposal for a deaf academic and research center called the "Deaf Observatory." All four of the Deaf Space students gave their final presentations that day. The next class is scheduled for the fall 2008 semester.

Among Ourselves



Dr. Sharon Pajka-West, an assistant professor in the Department of Applied Literacy, will serve as the Washington, D.C., representative for the Assembly on Literature for Adolescents (ALAN), the leading society dedicated to the study of young adult literature. ALAN publishes a journal, *The ALAN Review*, which includes the latest research on adolescent literature and includes reviews of newly published adolescent literature books. Its website includes book recommendations and an online book club.

ALAN's decision to invite Pajka-West to be a representative is based upon her research dealing with the portrayals and perceptions of deaf characters in adolescent literature. She also publishes the 'Deaf Characters in Adolescent Literature' Blog (pajka.blogspot.com), which recommends books with deaf characters.

Board of Trustees member Frank Wu has been selected as one of two recipients of the Asian Pacific Fund's second annual Chang-Lin Tien Education Leadership Awards. Wu, who is dean of the Wayne State University Law School, shares the honor with the Asian Pacific Fund announced the selection of two as recipients of the: Norman C. Tien, Dean of the Case School of Engineering at Case Western Reserve University, and Frank H. Wu. Tien and Wu will each receive an unrestricted grant of \$10,000. Richard Bernstein, a member of the Wayne State University Board of Governors, is quoted as saying, "Under [Dean Wu's] leadership, Wayne State Law School has transformed itself in a few short years. It is a diverse institution which embodies a spirit of social justice, scholarship and inclusion which mirrors the ideals exhibited by its dean." The Tien Awards program, named for Chang-Lin Tien, the first Asian American to head a major American research university, recognizes the accomplishments of rising Asian American leaders in higher education to support their professional development and advancement. The program expanded to a national scale this year, and the number of candidates more than doubled.

An interview with Dr. Jane Norman, a professor in the Department of Communication Studies, by Paul Kahn, editor for *Opening Stages*, a quarterly newsletter for the John F. Kennedy Center for the Performing Arts, appears in the "People" section of Issue 25, December 2007 to February 2008. To read the interview, go to tinyurl.com/2axveq.

TAPT

continued from page 2

choice book. MSP forms the groups that will discuss each book and the participants take it from there.

At the first meeting, each group grabs lunch and then everyone receives their books and chooses a facilitator. In subsequent lunch meetings, the participants move through the reading together and learn more about each other. Many participants come back for three or four semesters, finding new perspectives each time.

Matthew Sickon, donor relations specialist in the Office of Development, was a participant and group facilitator in fall 2007, reading Helen Zia's *Asian American Dreams: The Emergence of an American People*. Sickon's group consisted mostly of students, from a first year undergraduate to the graduate level, who were both hearing and deaf. "I was able to contribute my point of view and my knowledge of Chinese history," Sickon said, "but I learned as much from the students as they learned from me." When asked to sum up his TAPT experience, Sickon did it in one word: "Enriching."

In addition to *Asian American Dreams*, past selections have included *Reading Lolita in Teheran* by Azar Nafisi, *Understanding White Privilege* by Frances E. Kendall, *Understanding Deaf Culture: In Search of Deafhood* by Paddy Ladd, *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride, and *Bury my Heart at Wounded Knee* by Dee Brown.

The book selections for the spring 2008 semester are as rich and varied as ever. To see the list of titles and register, email msp.office@gallaudet.edu or stop by the MSP office in Ely 103 to pick up a registration form. ■

Personnel Notes

Service Awards for November

Five years:

Touria Boren, residential educator, Residence Education; **Jose Dobon**, custodian/floor maintenance, Custodial Services; **Sigfrido Fortiz**, mechanic, Maintenance Services; **Gwendolyn Francavillo**, coordinator, Wellness Programs; **Inez Jones**, custodian, Custodial Services; **Thuan Nguyen**, coordinator of mentoring and minority support, CAPSS; **Dustina Pacheco**, head teacher, Child Development Center; **Patrick Rader**, supervisor of public safety training, Public Safety

Twenty years:

Rosemary Bennett, captioner, TV and Media Production Services; **Patricia Hill**, executive secretary, Dean's Office, CLAST

Twenty-five years:

Sharon Hauptman, coordinator, operations and activities, Provost's Office; **Simone Peebles**, administrative secretary, Biology, Chemistry, and Physics

New employees hired in November:

Miriam Aybar-Morales, administrative secretary, Financial Aid; **Sonia Brown**, administrative secretary, Alumni Relations; **Hoon Jeong**, graphic designer, Outreach Programs and Publications/Digital Media; **Christina LaRock**, interpreter III, Gallaudet Interpreting Service; **Elizabeth Sorkin**, digital video specialist, TV and Media Production Services

Promotions:

Christian Burke, digital media systems engineer, E-Learning; **Patricia Hill**, executive secretary, Dean's Office, CLAST; **Ben Hoshina**, co-curricular specialist (interim), Residence Education; **Getahun Kebede**, facilities support staff assistant, Facilities; **Philip Kyre**, residential educator, Residence Education; **Georgette Lopes**, internship coordinator, Business; **Earl Parks**, director, Academic Technology; **James Tabron**, finisher, Maintenance Services; **Stephanie Walden**, career resource specialist, Career Center; **Michael Walton**, coordinator of publications and marketing communications, Professional Studies and Outreach

Retirement:

Betty Royal, Administrative Assistant, Academic Technology

'Goya' nominated for national theatre festival

Goya: en la Quinta del Sordo (in the house of the deaf man), the Theatre Arts Department's recent student production, has been nominated for inclusion in the John F. Kennedy Center for the Performing Arts' prestigious American College Theatre Festival (KCACTF) in April.

Goya and Serpentine, from Mulhensberg College, gained the nominations of the Kennedy Center's and the KCACTF's National Selection Team at a regional competition held January 2-6 at Carnegie Mellon University in Pittsburgh, Pa. Nine college and

university productions took part in the competition. Also, Kalena Smith, with acting partner Danielle Graybill, and Hector Reynoso, with acting partner April Jackson, got as far as the preliminaries in the KCACTF's Irene Ryan Acting Scholarship competition, which involved over 300 other acting students.

In addition to performing two shows, *Goya* cast members attended workshops with students from other universities and watched their productions.

Gaining the Selection Team's nomination to take part in the national competition, "in itself is a tremendous honor," said Theatre Arts Department Chair Willy Conley, who co-wrote *Goya* with Russian deaf actor, mime, and clown Iosif Schneiderman. "In seven weeks, we will find out for sure whether we will be selected or not. We need to wait until the other seven regions in the country have had their festivals, and then the ACTF



Pictured at a closing ceremony where the nominations for the John F. Kennedy Center for the Performing Arts' American College Theatre Festival were announced are (from left): Joseph Pfaff, Andrew Weidig, Hector Reynoso, April Jackson, Gerard Williams (technical director and graduate interpreting student), Daniel Pfaff, Warren Trofimenkoff, Danielle Graybill, Julia Golden, and Brian Suchite (technical crew). Students and staff who attended the festival but were not shown are: Kalena Smith, Mandie Smith, Rebecca Arroyo, Marianna Devenow, Alesya Starayeva, Nathaniel Eubanks, Jacob Fisher (production stage manager), Ethan Sinnott (set designer and Theatre Arts faculty), and Willy Conley.

folks will meet to decide."

Goya earned the praise of others in the audience, including Clarion University professor Ralph Leary, who was inspired not only by Conley's and the actors' interpretation of the tumultuous life of the brilliant painter, but by the power of visual communication. "It was a terrific production and you all richly deserve the honor of it being held over for consideration at the Kennedy Center. I hope you are selected," Leary wrote in a congratulatory message to Conley. "Not only will this be an exciting experience for your students; it will also further the education that you and your school give to those of us who are not deaf ... What your show did, along with telling a terrific story very well, is help to bridge these two communities. Thank you very much for that." ■

Diversity

continued from page 1

the Diversity Agenda that was introduced to the campus last summer. The priorities of the diversity agenda are:

- **Make minority academic achievement, K-12, a priority.** Statistics show that minority students make up as much as 90 percent of some schools, yet little is known about their academic achievements. This is particularly true of deaf minority students. Although the University has information on approximately 40,000 students with hearing loss, thanks to the Gallaudet Research Institute's *Annual Survey of Deaf and Hard of Hearing Children and Youth*, students with hearing loss, how many more haven't been identified? How can Gallaudet help them reach their academic potential? Finding these students at an early age and serving them is critical, since minority students are among the first to drop out of college.
- **Direct the Gallaudet Development Office to make minority scholarships a priority.** The unfortunate reality is that there are countless individuals from minority backgrounds who would excel in college if they only had the money to enroll. In October, the Board of Trustees approved a 1 percent increase in the allowable spending limit from the endowment, a move that increases scholarship funding from \$8 million to \$10 million—but it isn't enough. Gallaudet needs to find additional funding, said Davila. Another step to help minority students is a national conference—planned for later this year—which the board approved funding for in 2007.
- **Establish a Diversity Team.** A strong diversity team operating on an ongoing basis and that will evaluate Gallaudet's efforts in this area is essential, said Davila. Dr. Ann Powell, chair of the Biology Department, will chair the team with support from Mark Amissah, president's leadership fellow for diversity initiatives.
- **Appoint a person of color to the President's Management Team (PMT).** In fall 2007, Davila appointed Amissah to bring his skills and perspectives to the management team. Amissah is an active member of several organizations for people of color both on campus and in the greater Washington, D.C., area. As the president's leadership fellow for diversity initiatives, he spent the fall semester creating dialogue with representatives of different racial, ethnic, and cultural groups.
- **Establish measurable targets for the recruitment and retention of faculty and staff.** The Office of Human Resources Services and Equal Opportunity Programs Director Sharrell McCaskill are gathering data to advise Gallaudet's course of action. The University wants to approach this matter by relying on data to help it make sound decisions on employment targets.
- **Provide a University-wide training and education program to promote understanding, respect, and a commitment to diversity.** As per the diversity and healing groups recommendation, Gallaudet has hired CBG

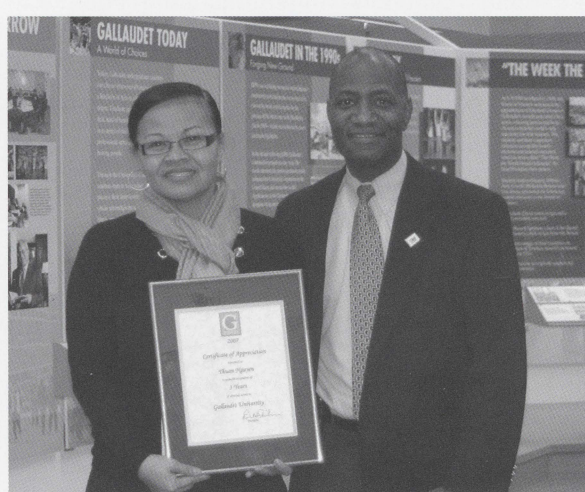
consulting group <http://www.gallaudet.edu/x5074.xml> to work with Amissah and the Diversity Team to develop and implement inter-group dialogue and facilitator training programs.

- **Seek an active partnership with each of the national deaf organizations.** Gallaudet currently has a relationship with many of these organizations, but Davila's wish is that formal partnerships can be formed to ensure an ongoing dialogue with these important groups.

Achieving this ambitious diversity initiative requires what Davila calls "a community building inventory"—bringing together ideas, programs, suggestions, concepts, and activities that will help the community better understand professional, personal, moral, and ethical responsibilities. Second, the initiative must have a structure to support major campus-wide activities. Although the University currently has a number of workshops and programs scheduled throughout the year, Davila said Gallaudet needs to build them into an integrated plan that will better serve the entire community by avoiding duplication and making better use of resources. And third, he said there must be a method of gathering data and information about best practices "that will help us understand better where it is we're going and how it is we can get there."

Regarding the last objective, Davila said one of the criticisms of the diversity plan being developed when he became president was that "in spite of very fine intentions, very fine conceptual ideas, there were no goals associated with that plan. So, the concept we're discussing is having a Congress here where representatives from all over campus can come together to examine the progress—or lack of progress—and offer ongoing suggestions for areas of improvement or modifications as may be determined necessary. Keeping the community continually involved in these efforts is the way to create a genuinely democratic community."

The Board of Trustees expressed enthusiastic support for the president's diversity initiatives following an October presentation by Davila. "I think this is just an outstanding plan," said Dr. Harvey Goodstein. "I believe in your plan; I think you're definitely going to get results," said Dr. Tom Humphries. "I just can't emphasize enough the importance to us to do something like this." Remarking that diversity has "always been a high priority for you," board member Pamela Lloyd Ogoke added, "Your emphasis that you want (the diversity initiative) to be the reflection of the face of America ... I think that's very significant. ... It's also a reminder to us that we as a board also need to be a model of diversity...in every possible component. I see you're committed to that, and I appreciate it." ■



Thuan Nguyen, coordinator of mentoring and minority support in Academic Advising, recently celebrated five years of service to Gallaudet. Edgar Palmer, associate dean of CAPSS, presented Nguyen with her five-year plaque.

President Davila Q&A

continued from page 1

on the seven-point diversity plan.

At the end of 2007, I formed the President's Diversity Team. This team includes representatives from around the campus. They will be working with me and members of the President's Office to address diversity issues and concerns.

Also, in recent months, we have been working with a highly respected and knowledgeable consulting firm, CBG Consultants, to work with us in developing a comprehensive plan to move Gallaudet forward. Our aim is to address issues related to diversity and conflict in healthy and meaningful ways. In the end, we want to help people interact, understand, and support each other.

What are your personal experiences with diversity?

I am one of eight children born to parents who came to the U.S. from Mexico as migrant farm workers. After I lost my hearing at age 8 to spinal meningitis, my mother made the difficult decision to seek out the best opportunities for me by sending me to the residential California School for the Deaf in Berkeley. When I arrived at Berkeley, I only spoke and thought in Spanish.

Issues of equity and bilingualism are close to my heart. Coming from a Spanish-speaking family and having been educated in ASL and English, I am a strong advocate of language learning and bilingualism, which also includes biculturalism. I am, in fact, trilingual.

We have a long way to go to ensure that every deaf child, every deaf adult of color, receives the education and the mentoring that is needed to succeed, to thrive, in our rapidly changing world. I want to make a difference. I want more deaf people like you and me to have better opportunities, more support and most importantly, RESULTS. ■



Kendall Green will miss a very familiar face. After 21 years, Sue Harrington (pictured with husband, Tom, right, and son, Jim Russell), program coordinator for Gallaudet Interpreting Service (GIS) and former administrative assistant in the President's Office, left Gallaudet on December 20. She has joined the ranks of the retired—which include Tom, who recently stepped down as reference and instruction librarian after 37 years with the University. A

large crowd of friends, family members, and co-workers past and present gathered in "Ole Jim" December 12 at a farewell party for Sue to wish her a happy retirement and to reminisce about the times they shared. Mistress of Ceremonies Darlene Prickett recalled how she first met Sue in the summer of 1987 when they shared a ride to Rochester, N.Y. for the second Children of Deaf Adults International (CODA) conference. They became friends on the trip and have stayed close ever since, becoming what Prickett called "My CODA Mom." Another good friend, Tom Bull, a retired GIS interpreter, spoke of the laughter and tears he and Sue have shared over the years. "Who knew she would bless my life in so many ways?" said Bull. Steven Perry, administrative secretary and scheduler for GIS, lightheartedly roasted Sue for her notorious organizational skills, the motherly care she gave everyone at GIS, and as test supervisor for the Registry of Interpreters for the Deaf, the warmth and comfort she extended to many a jittery applicant for interpreter certification. Sue thanked everyone present for the support and friendship they have shown her over the years. "I'm leaving with a heavy heart, but I'm excited about starting a new life," she said, speaking of her and Tom's plan to move to a new home in rural Bagdad, Ky.

Gallaudet Fact—

Answer: Answer: E. C and D.

Gallaudet voluntarily established its Affirmative Action Plan to promote the employment and advancement of deaf and hard of hearing people, members of traditionally underrepresented groups, women, people with disabilities, veterans, and veterans of the Vietnam Era.

For more information check out the University's Office of Equal Opportunity Programs website at gallaudet.edu/af/eop.xml

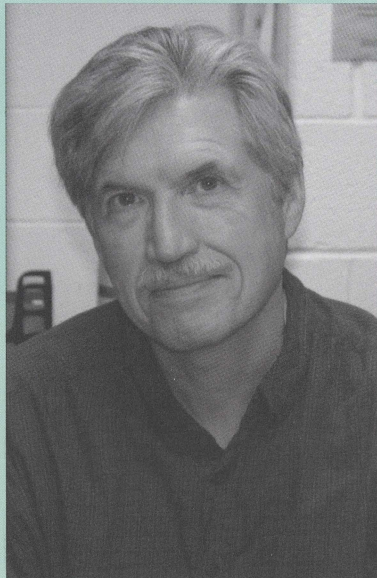
Roving Reporter

What does the phrase, "Respect for diversity of people and ideas," mean to you?



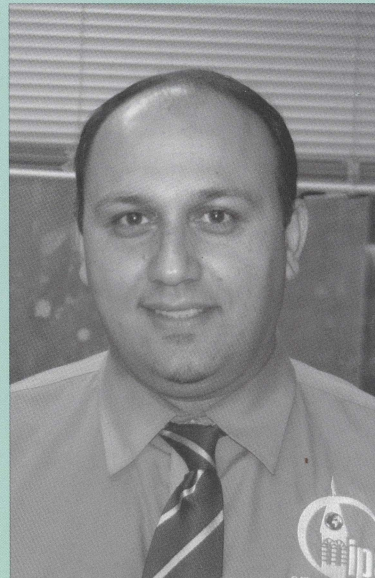
It's being able and willing to keep an open mind and listen to others presenting concepts and ideas from their own perspectives and cultures. It also means harmony and peace, hope and coexistence. I truly believe that if we all take the time to listen to and respect different perspectives, we will understand each others' perspective on so many issues today and get along so much better.

Thuan Thi Nguyen, coordinator mentoring and minority academic support programs, CAPSS



To me the phrase refers to both attitude and behavior. We are willing to listen to and communicate with all kinds of people and work with them to build a better Gallaudet.

Terry Coye, director, Faculty Development



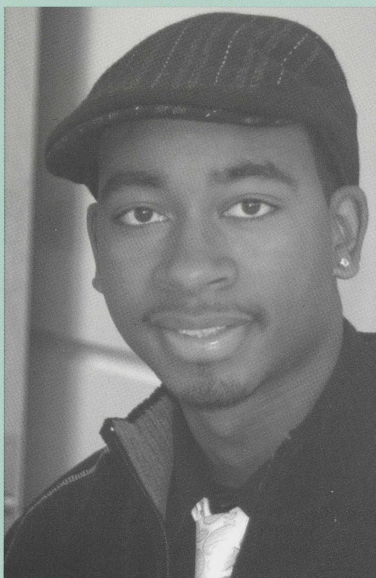
If I want to be respected as a person of diversity, I must respect the diversity of others. The motto of "Star Trek's" Vulcans—IDIC (infinite diversity in infinite combinations)—is a good one to go by.

Ali Sanjabi, ELI program coordinator, advisor, and teacher, English Language Institute, Office of International Programs and Services.



People from all walks of life should be respected, regardless of their social status. Because of their culturally diverse backgrounds, their perspectives may be different from others and should not be imposed on by one's values. One thing is that it is healthy to disagree when ideas or perceptions do not fit with services or products.

Elizabeth Moore, program director/assistant professor, Department of Social Work



This means to respect everyone's culture, regardless of where they are from, and to be supportive of each other. Be a hero to them so they believe in themselves.

Aaron Loggins, front desk assistant, Campus Activities, and dorm assistant, MSSD



It means to me that we celebrate all people and their ideas. We capitalize on their wealth of perspectives which allows us to view life from someone else's shoes.

Debra Lawson, director, Enrollment Marketing



Respect for diversity of both people and ideas includes race, disability, culture, ethnicity, and nationality. Respect is essential to interaction among diverse people to enrich the educational experience, give personal growth, and improve the community.

Hoon Jeong, graphic designer, Enrollment Marketing



I think it means keeping an open mind for things we might be uncertain of. Without an open mind we remain shut off from the ideas, people, and culture around us.

Christen Szymanski, Ph.D. student